

AGENDA ITEM: Transfer Application – Legacy Traditional Charter School

Issue

Legacy Traditional Charter School (LTCS), submitted a complete transfer application for transfer of a school site, Legacy Traditional Charter School – Casa Grande, from the current charter to a new charter to be held by Legacy Traditional Charter School.

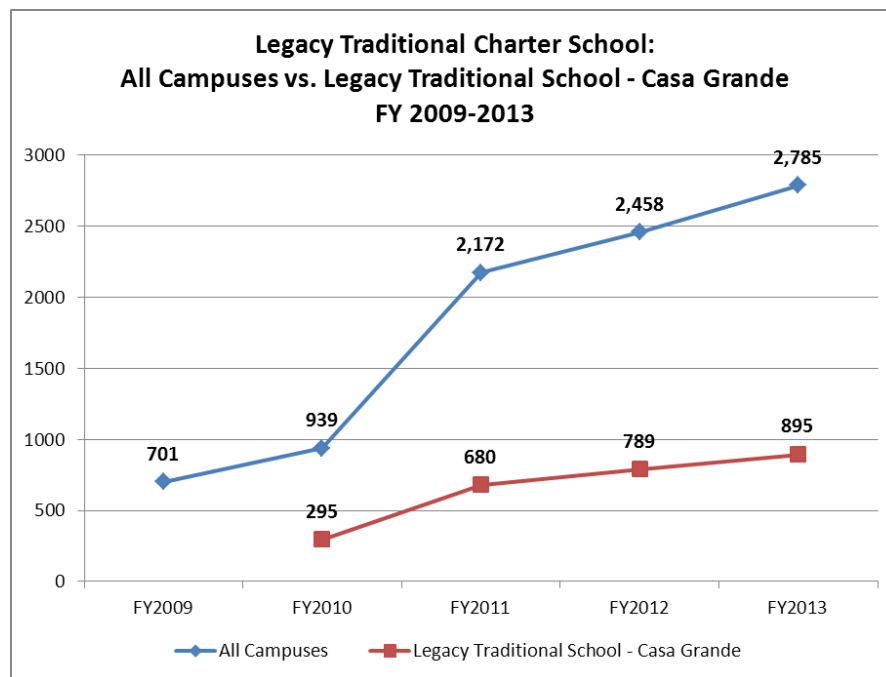
Background

Legacy Traditional Charter School was granted a charter in 2006 and opened Legacy Traditional School, serving grades K-10, located in Maricopa in September 2007, Legacy Traditional School – Casa Grande, serving grades K-8, located in Casa Grande in August 2009, and Legacy Traditional Charter School – Queen Creek, serving grades K-9, located in Queen Creek in August 2010.

According to the applicant Legacy Traditional School – Casa Grande was “one of only two Casa Grande K-8 schools to receive an ‘A’ label from the Arizona Department of Education,” and is “the only K-8 elementary charter school in Casa Grande.” Legacy Traditional School – Casa Grande serves an area characterized by a population that has a median income of \$41,124, 75% of adults over the age of 25 have earned a high school diploma, and 18% have earned a Bachelor’s Degree (or higher), according to the narrative. The narrative describes the population served by Legacy Traditional School – Casa Grande as 958 students including 2.5% English Language Learners and 5.7% Special Needs, and similar in composition to the city of Casa Grande: 52% White, 40% Hispanic, 3% Black, 1% Native American, and 3% Mixed and Asian.

Legacy Traditional Charter School underwent a five-year interval review in FY 2011. The schools operated by the charter holder met the Board’s level of adequate academic performance.

Each of the schools operates on a 180-day calendar. The graph below shows actual 100th day average daily membership (ADM) for fiscal years 2009-2013 for all schools operated by Legacy Traditional Charter School compared to the Legacy Traditional School-Casa Grande school site.



As stated in Board policy, prior to a charter holder being placed on an agenda, staff conducts an operational compliance check as part of the approval process. The charter holder is in compliance in all areas.

Curricular Emphasis:

The narrative provided describes the academic model as a “Back to Basics” approach with a focus on Reading, Writing, and Math delivered by a direct instruction model, also known as “Teacher-Centered Instruction” in classrooms with a maximum of 30 students per teacher. This information is consistent with the existing charter.

The methods of assessment described in the narrative include the use of pre and post assessments, unit assessments, weekly assessments, independent practice, and state mandated standardized tests. The applicant stated that data collected from assessments is used to identify areas of improvement, identify students for remediation, validate curriculum, and distinguish ineffective from effective teachers. This information is consistent with the existing charter.

Academic Performance

The academic performance of Legacy Traditional School-Casa Grande during the FY2012 school year, as based upon the Board’s Academic Performance Framework, is represented in the dashboard below:

Academic Performance Rating FY 2012

Charter Holder: Legacy Traditional Charter School
Entity ID 88360

Charter School: Legacy Traditional School – Casa Grande
Entity ID 90366, Grades K-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	School Year	Math	Read	Math	Read
Legacy Traditional School -Casa Grande	2011-2012	59	58	57.5	71
Points Assigned		75	75	75	100
Weight		12.5	12.5	12.5	12.5

2. Proficiency

Traditional Elementary		2a. Percent Passing		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	School Year	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Legacy Traditional School -Casa Grande	2011-2012	80/64	87/78	12.3	6.1	63/44	74/55	75/55	83/70	52/27	57/38
Points Assigned		75	75	75	75	75	75	75	75	75	75
Weight		7.5	7.5	7.5	7.5	2.5	2.5	2.5	2.5	2.5	2.5

3. State Accountability & Overall Rating

Traditional Elementary		3a. State Accountability	Overall Rating
School	School Year	Grade	
Legacy Traditional School -Casa Grande	2011-2012	100	79.375
Points Assigned		100	
Weight		5	100

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

Additional information regarding the Academic Framework can be found at <http://www.asbcs.az.gov/>

5/1/2013

The academic performance of Legacy Traditional School-Casa Grande meets the Board’s academic performance expectations set forth in the performance framework adopted by the Board. Therefore, the charter holder was not required to submit a Demonstration of Sufficient Progress.

Governance Structure:

The charter holder's corporate board consists of Aaron Hale, Bill Gregory, Steve Ray, Derek Samuel, Cory Theobald, and Nathan Schlink, which is consistent with the information listed with the Arizona Corporation Commission. The governance structure narrative states that the corporate board has charge of the affairs, property, and assets of the corporation, while the school governing board is responsible for the policy decisions of the charter school. The new charter will be held by the same corporate board. As a result, the same organizational structure will be in place to provide oversight of the new charter.

Board Options

1. Approve the Transfer Application for Legacy Traditional Charter School. Staff recommends the following language provided for consideration: I move to approve the request to transfer Legacy Traditional School – Casa Grande from the current charter held by Legacy Traditional Charter School to a new charter held by Legacy Traditional Charter School.
2. Deny the Transfer Application for Legacy Traditional Charter School. The following language is provided for consideration: I move to deny the request to transfer Legacy Traditional School – Casa Grande from the current charter to its own charter for the reason: (list the specific reasons the Board may have found during its consideration).